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ABSTRACT

In September 1986, a graduate follow-up survey was conducted at Mesa (Arizona) Community College (MCC) to determine graduates' perceptions of the college, and transfer and employment experiences. Study findings, based on responses from 336 graduates, included the following: (1) graduates gave the highest ratings to quality of instruction, class size, instructor interest, and the adult/re-entry program; and the lowest ratings to job placement, counseling, and student activities; (2) about 24% of the occupational students and 66% of the academic students were attending another school at the time of the survey; (3) about 21% of the graduates reported having trouble transferring, with most of the problems related to the transfer of credit or transcript difficulties; (4) 55% of the transfers categorized themselves as seniors or graduate students at the transfer institution, 68% were full-time students, and 81% rated their preparation at MCC as satisfactory or excellent; (5) for the 97 employed graduates, the average monthly salary was $1,857; (6) academic graduates tended to rate their MCC coursework higher than occupational graduates; and (7) of the employed graduates who were not working in the field for which they were trained, 23% reported that they could not find a job in that field, and 24% said that they preferred to work or found a better paying job in another field. A discussion of the usefulness of value-added data is included in the study report. (LAL)

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RESEARCH REPORT

2

Graduate Follow-Up
Spring 1986

JC 870 124

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Graduate Follow-up Survey Report
Spring 1986

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September 1986

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Mesa Community College
Graduate Follow-up Survey Report
September 1986

The contents of this report concerns an analysis of survey information obtained from follow-up survey respondents who graduated from Mesa Community College. One should understand that such follow-up survey data is a reliable source of information from students returning the survey form. Also, one should remember that follow-up information reports on what has already happened and usually does not provide answers to the cause or reason for the occurrence. For this reason, selected sections of the report highlight issues which may need to be addressed in written form. This report is divided into the below sections:

* Some Highlights - The Good . . . and the not so good.

* Follow-up; the Value Added Data

* What does our data say about:

  - Where did our students rate us the lowest?
  - Where did our students rate us the highest?
  - Did our students experience difficulty in transferring to a four year college?
  - In what school did our graduates continue their education?
  - What are the salaries of our graduates?
  - Are our graduates interested in taking more courses at our college?
  - How did the characteristics and responses of our occupational students compare with the characteristics and responses of our university transfer/academic students?
  - What comments did our students have for us?
    The Roses.....and, the Interesting.
  - Were our occupational graduates successful in obtaining jobs in the field for which they were trained and how did they rate the training received?
  - What are the reasons some or our occupational graduates are not employed in the field for which they were trained?
  - How did our occupational graduates rate the availability of jobs in their field of training?
  - What is the current employment make-up of our graduates?
  - What were the locations of employment of our graduates?

* So - What now . . . . .

* Some Demographics and Responses by Category

This project was directed by Dr. J. Joaquin Montemayor, Director of the Office of Research and Development at Mesa Community College with assistance from Ms. Karen Hardin. Dr. Jim Reed, Director of Tex-SIS Services in Corsicana, Texas provided questionnaires, computer processing, and analyst services for the project. The members of the survey team wish to express their appreciation to the administrators and staff of Mesa Community College for their support. A special thanks also goes to the

students taking the time to respond to the survey forms. Additional information concerning this report can be obtained by contacting the Office of Research and Development at Mesa Community College.

SOME HIGHLIGHTS . . . .

THE GOOD . . .

Our graduates gave high ratings to the "quality of instruction" of our instructional program and our instructors' interest in the students' needs.

Our adult/re-entry program received the highest rating of the student services areas.

Average salary for all our employed graduates was $1765 per month.

About 60% of our graduates indicated an interest in enrolling in even more coursework at our college.

Our occupational graduate placement rate was 80%.

AND . . . THE NOT SO GOOD . . .

Our graduates rated us lowest in terms or our job placement services, counseling services, and instructors' use of instructional media.

Our graduates indicated some degree of concern over transferability of the coursework they had completed and the need for better coordination and communication with the four year schools to which they transfer.

FOLLOW-UP; THE VALUE ADDED DATA

In addition to college evaluative information, follow-up survey results are excellent public relations, marketing and student recruitment tools. Follow-up data possesses considerable value when it is communicated in a clear and concise manner - with effort devoted to displaying and presenting the information to a wide variety of audiences. Shown below are some of these audiences - all of which normally express considerable interest in the results of institutional follow-up efforts. It is in these interested audiences (from within and outside the institution) that the data becomes "value added" information. The value of follow-up data is best seen when put into practice by:

1. Presentations to college President, administrative cabinet, and/or governing body.

2. Formulating reports for institutional accreditation visits.

3. Fulfilling state vocational reporting requirements.

4. Forming the basis for making requests to institutional staff to respond to issues raised by the data results.

5. Reporting and presenting to instructional and student services administrators, department chairpeople, directors, and program chairpeople.

6. Providing public relations information to the public through newspaper releases.

7. Providing public relations information to the student body through campus news releases.

8. Publishing of jobs, salaries, and employment information for use in career counseling and job placement activities.

9. Use of "jobs" data, student comments and assessments, and employer assessments in updating and enhancing courses and programs.

10. Relaying positive student comments to local and area newspapers, publishing comments prior to registration for recruitment purposes, and providing student and employer comments for course schedule booklets (on a permission secured basis).

11. Analyses on a longitudinal (3 to 5 year) basis.

12. Presenting and reporting on issues of special concern to the institution and responding to requests from its constituency.

13. Providing data for special college brochures advertising the college's programs and services.

14. Using the results of follow-up in college promotional materials and campaigns.

15. Using the surveys for R&D and federal funding purposes.

Determining educational policy decisions (with or without follow-up data) can be a complex task. Without factual data, the process becomes extremely difficult and haphazard at best. One must attempt to obtain as much pertinent data as possible while excluding irrelevant data and being somewhat selective in communicating the results. Extensive planning and informed decision making are critical to the success of educational offerings. Comprehensive planning requires decisions based on data collected from several agencies, including vital information collected through a vigorous in-house student and employer follow-up system.

Community and technical colleges do not fit well with what would be considered "standard" criteria for evaluating higher education institutional success. Such publications as the Selective Guide to Colleges, The Insider's Guide to Colleges, and Comparative Guide to American Colleges rate higher education institutions on the basis of surveys of college academic officers, endowment figures, SAT test scores, and other criteria. Commonly, ratings are given to such areas as:

* Academic programs
* Graduate programs
* Faculty
* Faculty publication record
* Student quality
* Research programs
* Facilities
* Athletic programs
* School financial outlook

Most of the above criteria will not serve to properly grade the success of community and technical college offerings. In most cases, community and technical colleges must rely on measurements of performance outcomes rather than such criteria as those listed above. Because community and technical colleges exist in an educational environment which expects varied student needs to be fulfilled, most evaluative criteria must be related in some manner to degree of student goal achievement. This fact underlies the importance of generating meaningful student goal and follow-up data.

This student goal and follow-up information should be the basis for decisions regarding alternative approaches, positions, or educational procedures. Administrators cannot develop and institute such items as comprehensive plans, capital outlay budgets, federal funding requests, equipment and facilities needs assessments, faculty evaluations, and curricula designs without an extensive data base generated in part by a system for follow-up of both students and employers. In addition, the planning of program and course objectives and teaching strategies can be done most effectively when the individuals involved have objective follow-up data at their disposal.

It should be remembered that follow-up information tells only what has happened and does not normally point to the cause. A

program whose placement rate has declined over a period of years can be identified by a follow-up system. Some examples of the cause of the decrease could be that:

1. The demand for graduates with the skills provided by the program is decreasing.

2. Other educational agencies are preparing students with these skills at an increasing rate and are therefore causing an oversupply of job applicants.

3. The skill requirements for the related occupations are changing and graduates trained according to the old skill requirements cannot compete for the job openings.

4. An increase in unemployment is causing a temporary decrease in demand.

5. The quality of the program is deteriorating.

6. There are two or more of the above five causes occurring.

Informed administrative judgement may point to the cause easily or the issue may be somewhat more complex; however, without the follow-up data, the phenomena may not have been recognized at all.

Follow-up results have value as indicators of needed services not presently provided or as indicators of a need to expand or enhance existing services. Also, follow-up data has considerable value in terms of marketing and recruitment efforts. Value added information may be defined as a type of information, when communicated in a clear and concise manner, adds value to the institution's ability to make informed educational decisions. In addition, such value added information is used to assess institutional success rate. Most follow-up data generated in a reliable manner complies with this definition.

Note to the reader: Sections of the above were excerpted from documents published by the National Center for Research in Vocational Education - Columbus, Ohio.

WHAT DOES OUR DATA SAY ABOUT . . . .

WHERE IS OUR STUDENTS RATE US THE LOWEST?

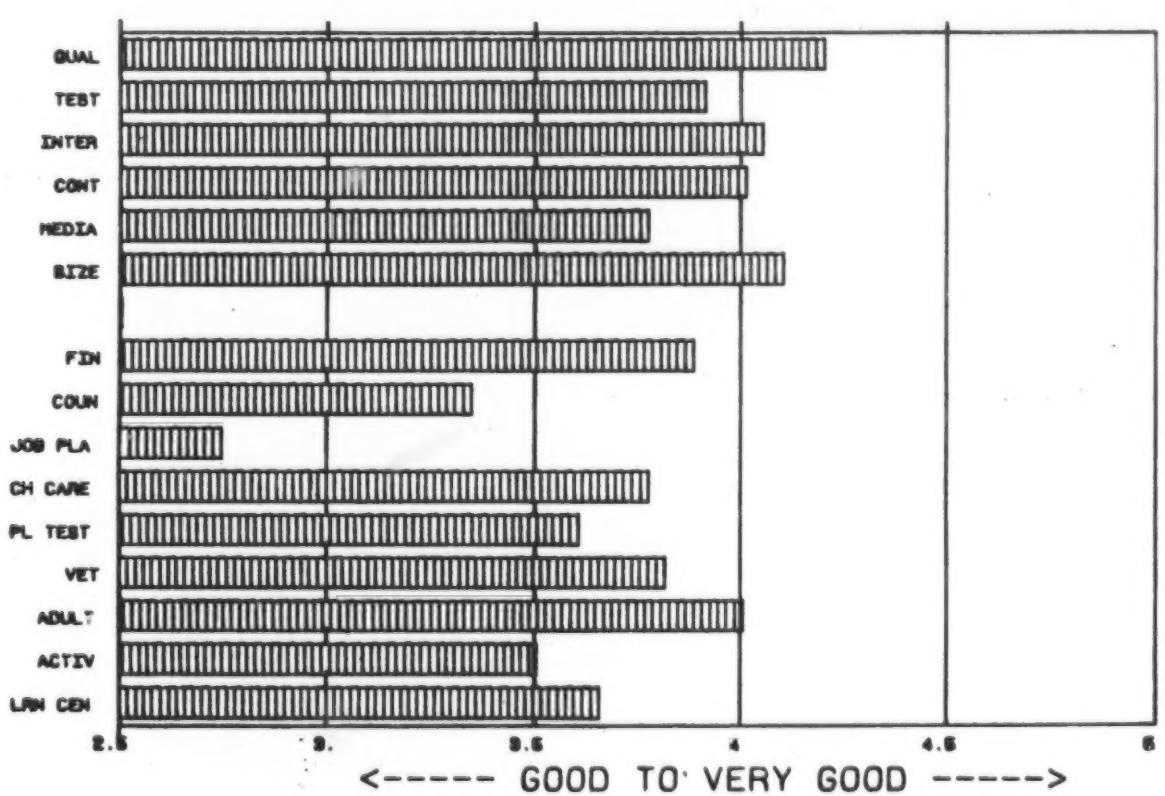
On the instructional side, our graduates rated us lowest in our instructor's use of instructional media. On the student services side, our job placement and counseling services were rated the lowest.

WHERE DID OUR STUDENTS RATE US THE HIGHEST?

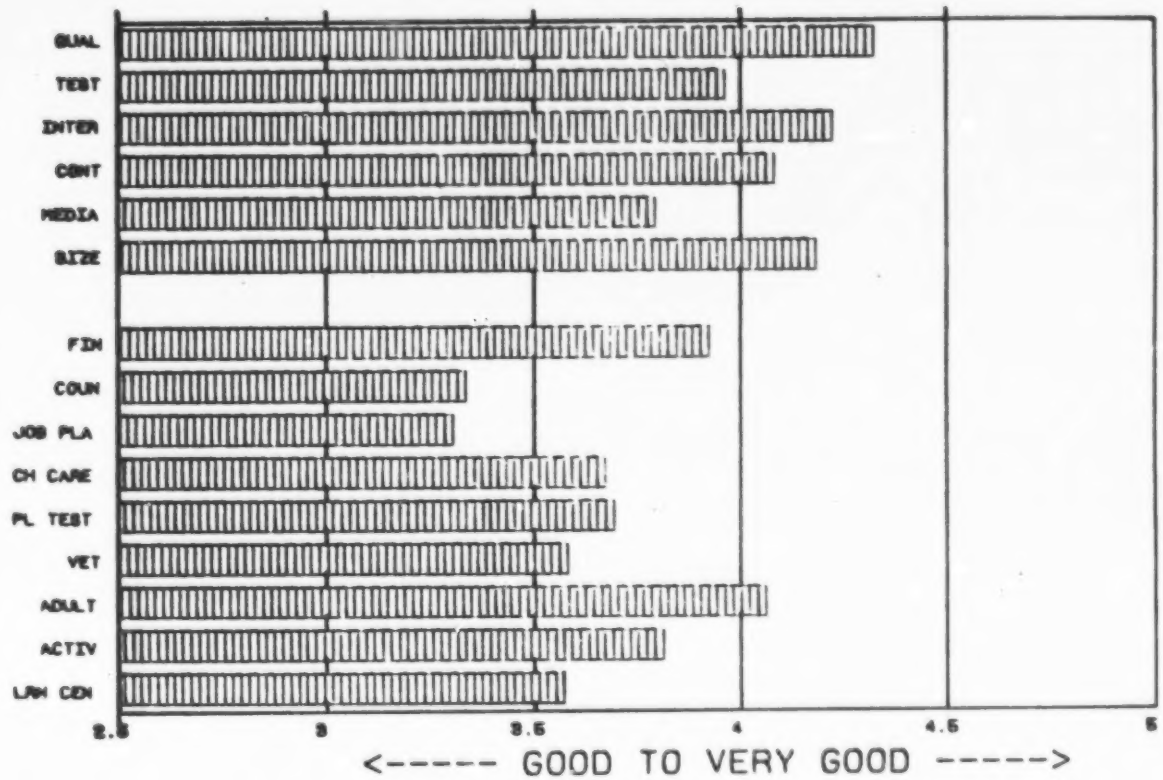
Overall, our graduates gave us the highest ratings in terms of the quality of instruction we offer. On the instructional side, high ratings were given to "instructor interest", "quality of instruction" and "class size". The top ratings on the student services side were given to financial aids and our adult/re-entry program. The narrative comments of our graduates about their opinions of our college can be found in the comments section of this report.

Shown below are charts displaying the ratings of the graduates categorized by occupational/technical and university transfer/academic graduates.

GRAD - INSTRUCTIONAL RATINGS - OCC/TECH

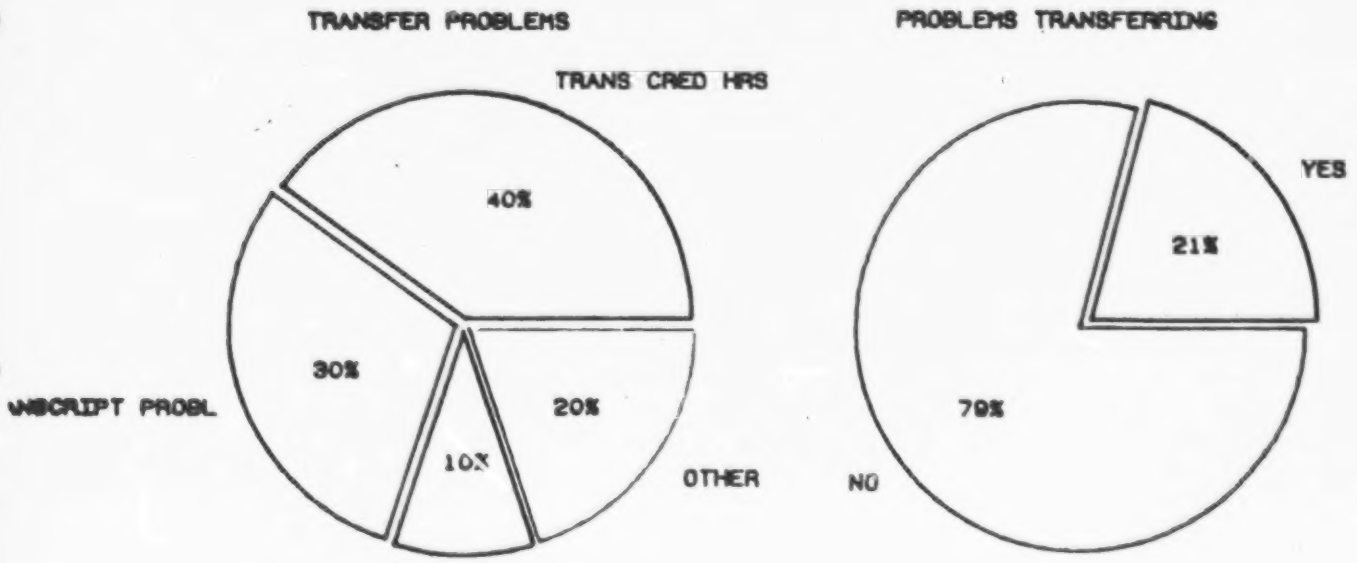


GRAD - INSTRUCTIONAL RATINGS - UNIV TRANS/ACADEMIC

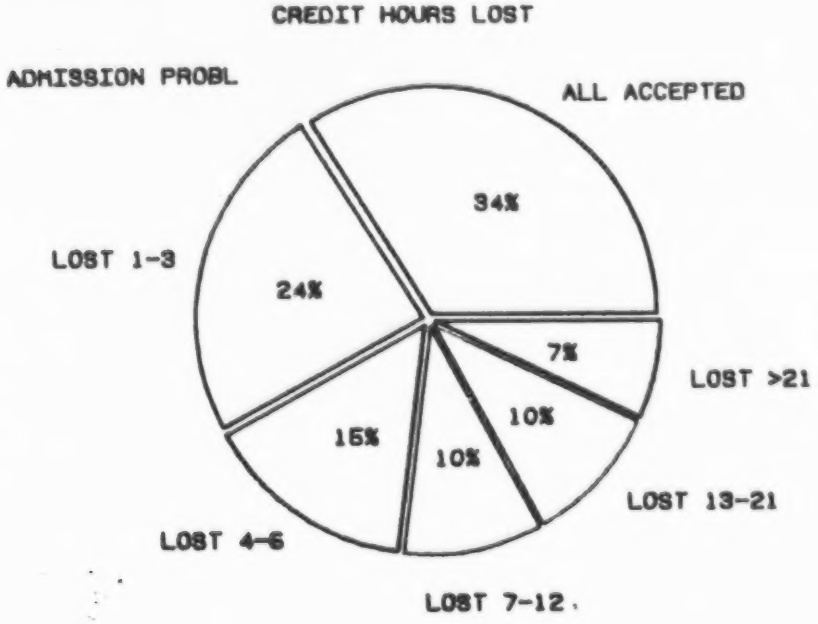


DID OUR STUDENTS EXPERIENCE DIFFICULTY IN TRANSFERRING TO A FOUR YEAR COLLEGE?

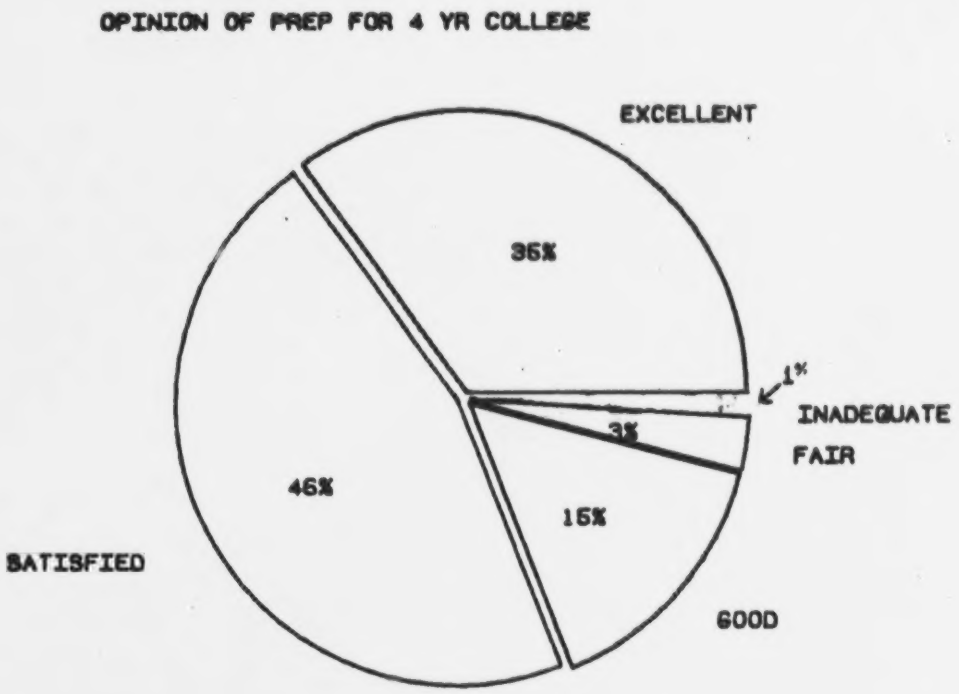
About 24% of the occupational students and 66% of the academic students were found to be attending school at the time of the survey. About 21% of the graduates responded "yes" to a question of whether he or she experienced difficulty in transferring. Most of these difficulties related to problems with transferring credit hours or transcript problems (see chart below).



The below chart shows the percentage of credit hours lost as indicated by the graduates.



About 55% of our graduates who had transferred categorized themselves as being at the senior or graduate level at the transfer institution. About 68% indicated that they were full-time students. 81% of the respondents rated their university preparatory work at Mesa Community College as satisfactory or excellent. The following chart displays the results on an "all student" basis.



IN WHAT SCHOOL DID OUR GRADUATES CONTINUE THEIR EDUCATION?

Arizona State University accounted for 74% of the transfers. Also, a percentage of the remaining 16% continued to enroll at a community college - the highest percentage being at Mesa Community College. In addition to Mesa Community College, other schools represented included Northern Arizona University, Rio Salado, Brigham Young, Phoenix Community College, and the University of Phoenix. Also named by the graduates were the schools of Grand Canyon College, Central Arizona College, University of Arizona, University of Oregon, University of Hawaii, Dallas County Community College District (Richland), New Mexico Tech, Scottsdale Community College, Baylor University, and Western International University.

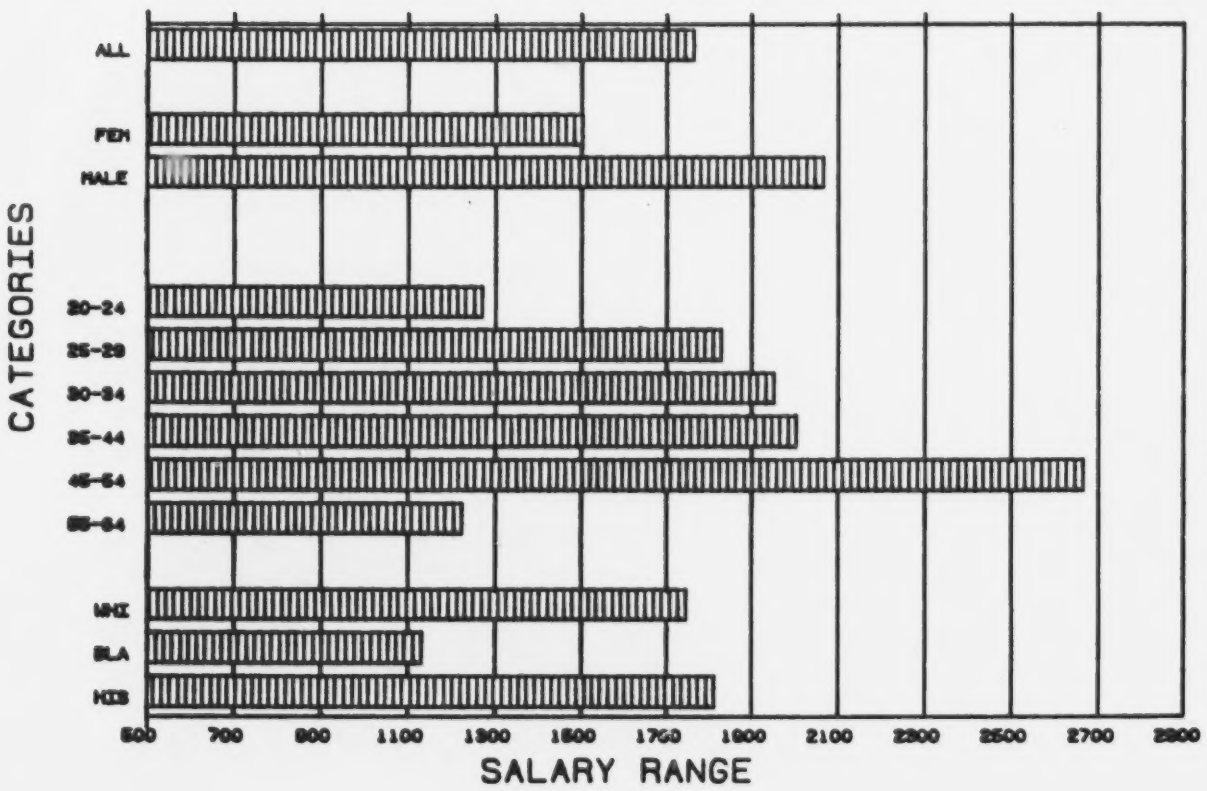
WHAT ARE THE SALARIES OF OUR EMPLOYED GRADUATES?

When looking at salary data, it should be noted that the figures may not be representative of "beginning" salary figures. About 61% of the occupational graduates reported that they were already employed in their occupational area prior to enrolling in the courses at our college.

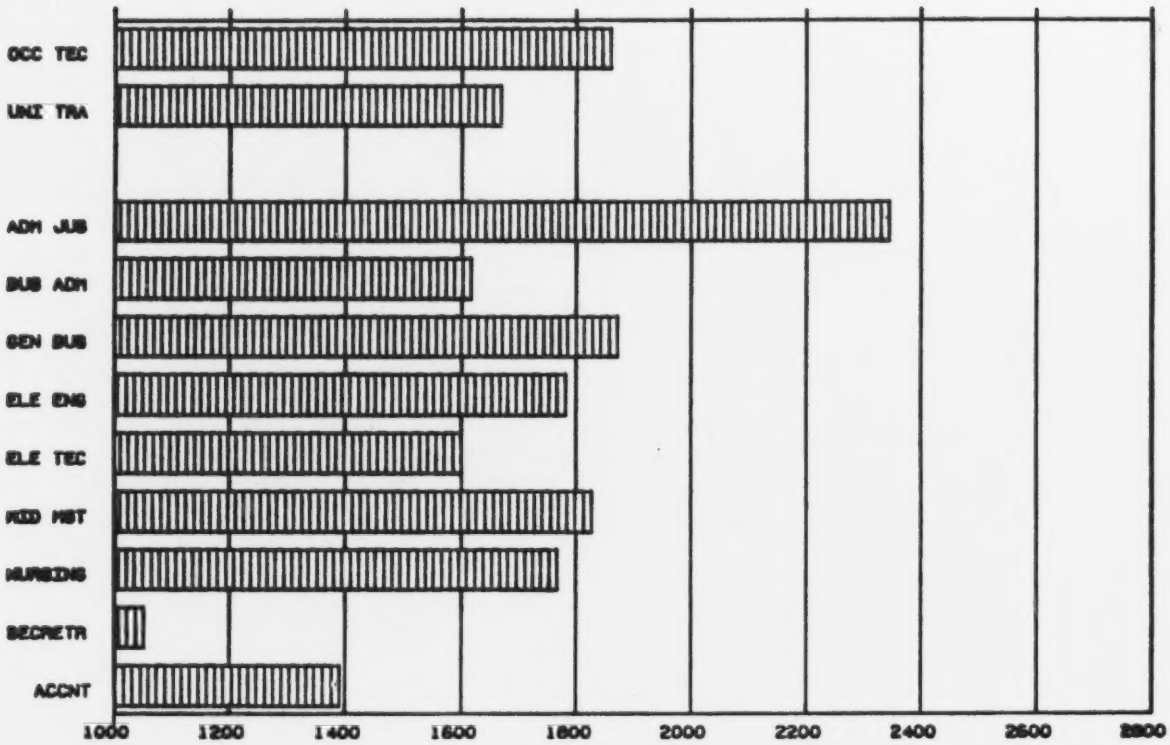
Of the 97 working students (i.e. occupational graduates) responding, the average monthly salary for full time workers was $1857. The average hourly salary was $8.90 while the average annual salary was $25,561. Average monthly salary for females was $1504. Average monthly salary for males was $2070. The average monthly salary for all graduates (occupational and academic) was $1765.

Occupational graduates reported a full-time average of $1857 while academic graduates reported $1666. A listing of the job titles and names of employers are listed in another section of this report. The below graph displays the salary data by different groupings. Also, salary data is categorized by some of the more populated program areas.

SALARY DATA - GRADUATES



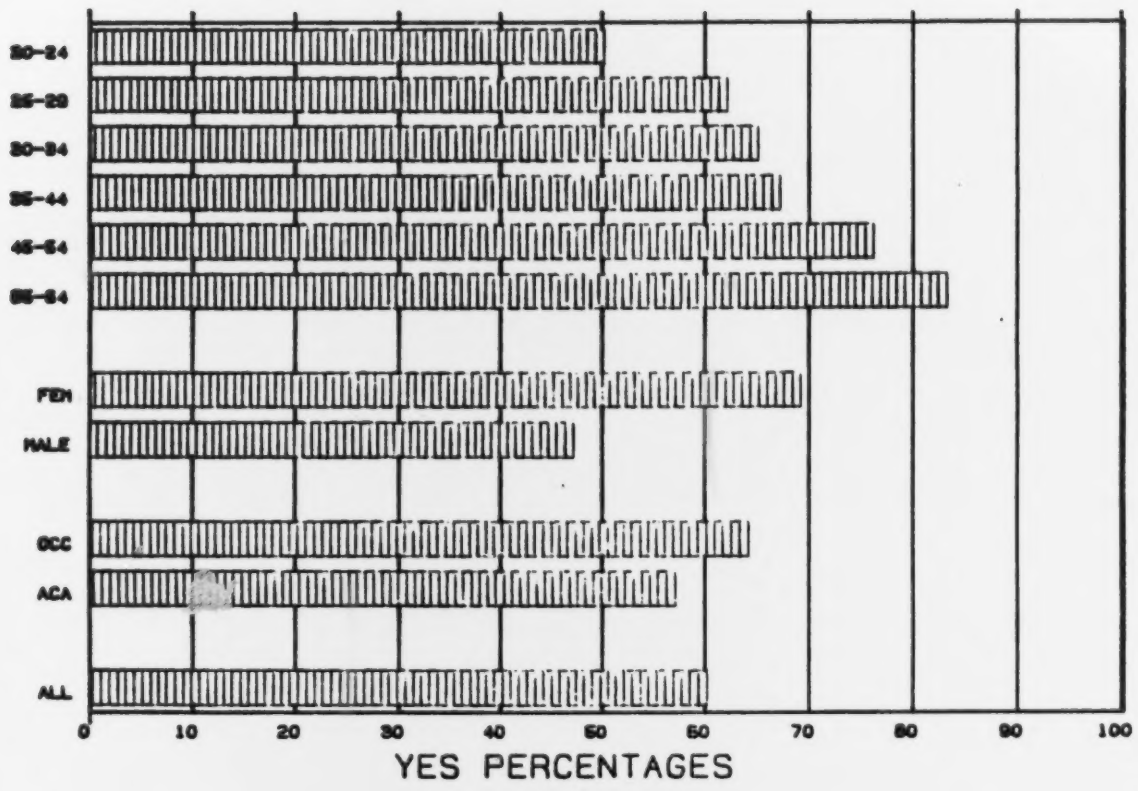
SALARIES - GRADUATES



ARE OUR GRADUATES INTERESTED IN TAKING MORE COURSES AT OUR COLLEGE?

About 60% of the graduates indicated they were interested in taking more courses at our college. The courses they would like to take are listed on the student questionnaires. The below graph displays the data by different graduate category:

INTERESTED IN TAKING MORE COURSES - GRADUATES



HOW DID THE CHARACTERISTICS AND RESPONSES OF OUR OCCUPATIONAL GRADUATES COMPARE WITH THE CHARACTERISTICS AND RESPONSES OF OUR UNIVERSITY TRANSFER/ACADEMIC GRADUATES?

Generally, our academic graduates rated us higher than our occupational graduates in terms of their opinions of the coursework they had taken (see below):

Occupational Grads		Academic Grads
4.20	Quality of Instruction	4.32
3.91	Grading/Testing	3.96
4.05	Instructor Interest	4.22
4.01	Content of Courses	4.08
3.77	Instructional Media	3.79
4.10	Class Size	4.18

*** Full-time monthly salary for occupational graduates was $1857; academic graduates $1666.**

*** Percentage of occupational graduates in school at the time of the survey was 24%; for academic graduates - 66%.**

* Percentage of occupational graduates interested in taking more courses was 64%; for academic graduates - 58%.

* Average age of occupational graduate respondents was 33; for academic graduates - 30.

* Female percentage of occupational graduate respondents was 64%; for academic graduates - 59%.

WHAT COMMENTS DID OUR STUDENTS HAVE FOR US?

A section on the questionnaire is provided for students to comment on their experience at our college (and about how we might improve our courses and services). The below represents a review of these various comments:

THE ROSES . . . . .

The services for the disabled & tutoring services are excellent and should continue to be allowed to expand - because they do so much good in helping one prepare for upcoming courses.

I feel I was taught well & have proven it by having excellent evaluations & recommendations.

The teachers I had made my classes a joy! They enjoyed their work & conveyed it to me & my fellow students thru their enthusiasm & also their professionalism.

Spending my freshman & sophomore years at MCC was a much wiser course of action than doing those two years at ASU. The classes are small, personal attention is always there, & I found course content excellent. The personal approach to education has been of great help to me.

I love MCC. The teachers care about the class and the students understanding the material.

Although I am not currently employed I was employed for most of the time I spent at ASU & MCC. I found that all the classes I took helped me very much in my field as well as preparing me for ASU. I enjoyed MCC and found the faculty to be good educators, and very helpful to the individual needs of the students. Keep up the good work MCC!

The courses I took at MCC were for my own personal interest, not for job advancement. They were well presented and most enlightening. The knowledge I've gained has helped me deal with employment problems (job related),with a better understanding of management and employees' needs.

I attended your satellite nursing program at Boswell Memorial Hospital in Sun City. Our class size was 13 students which was ideal to meet my needs. The quality of nearly all the instructors was superb to excellent.

I am very impressed with your instrumental music department. I took an American History course with ..... He is a very good

instructor. He knows all his students by name. I was in his class in 1984. Earlier this month, he recognized me and called me by name. He is very well organized in the classroom and shows sincere concern for his students in and out of class.

I thought that the business & math departments were great and I have recommended them to several people.

I feel that the teaching quality is very good and that I came away from almost all my classes with a very good understanding of the material covered. . . . . You have some very excellent teachers who are very devoted and caring. Many of them have made a lasting impression on my life, goals, and values. Please don't let them get away! I think the math and science teachers deserve more rewards!!!

The instructors at MCC were very caring and highly qualified in their fields of study. I also feel that I was better prepared to attend a four year university after my 2 years at MCC. I have received my degree in elementary education (Bachelor in science) as of May 16, 1986. I plan to find a job as a certified teacher in the fall of 1986.

Fantastic group of supportive instructors!

While at Mesa I thoroughly enjoyed the academic environment. It is a well planned college, considering the student's needs.

I enjoyed my two years at MCC. I liked the way the classes weren't too large. The faculty always seemed concerned with the individual. Overall I am very happy I chose to go to MCC to get my AA.

I've found the college to be a great experience in my education. All of my courses were well taught, the classes were of good size providing good/excellent teacher/student relationships. I'm glad to be a graduate from MCC. I have no complaints. Everything was well organized & supervised fulfilling all my needs. I'll recommend MCC to anyone!!

The teachers at MCC are excellent instructors. I enjoyed all my teachers as a student at MCC. They are experienced and knowledgeable in their profession.

MCC was an excellent prelude to ASU. All my credits transferred & the coursework has proved to be a good foundation for my work in school now. I have been intern-teaching the last two semesters in high school. Tutoring assisting (MCC instructors) helped a lot. I recommend MCC greatly & both of my children will attend in the fall.

I enjoyed going to MCC (mostly at night)...it was a good place to re-enter school. The courses & instructors were excellent.

I thoroughly enjoyed my stay at MCC. The instruction was high quality, the atmosphere relaxed and the student body pleasantly varied. I recommend to many that MCC is a good jumping-off point in pursuing higher education. Thanks for a nice experience!

MCC is a fine JC. the instructors were concerned and capable. I have nothing but favorable comments for MCC.

Mesa was a good start for me. It was paid for by scholarships. All my classes transferred to NAU. I would recommend MCC for any one.

I was quite satisfied with the courses that I attended. I feel that I earned my education and have found it is very helpful.

I found all courses to be enjoyable. . . . . Most of my courses were taken in my area of interest--Art & Math, & both were excellent! I recommend that everyone start at Jr. college before going to a university. I found . . . . in the art department to be a very caring, qualified, & dedicated teacher. His concern was what kept me coming back over & over again...

My counselor gave me a set of classes to complete, Of all the classes I took only my . . . . . didn't fulfill my earth science requirement. My counselor was . . . . - she was excellent. My transition from MCC to ASU was good. My classes transferred, I found the teachers at MCC are the same caliber & as good as ASU.

I will be graduating from ASU Dec '86 and hope to be employed in my field after graduation. MCC was helpful in preparing me for ASU.

I attended the MCC Nursing program at Boswell Center. I have nothing but rave remarks about the program there. The staff is wonderful! They are all supportive,caring and understanding. Having small classes (13 in mine) adds to the extra attention students receive, which makes it quite unique in the college scene. Course content is directly related to taking State Boards and to my nursing profession. Thanks for this priceless opportunity!

In my opinion MCC has reached a level in all areas (Education, sports, services) to rank among the best colleges in the nation. I have had experience with other colleges and universities but cannot suggest anything to further improve MCC. I have no expertize in these matters but if personal opinion is useful, MCC is just fine.

Overall MCC was a very good school and I have heard nothing different from friends & family.

The Math department at MCC was excellent. The Biology courses were also very good. Here is a list of some of the very best teachers that I have had in my college career . . . .

My situation is somewhat unique. While attending MCC (after 18 years as a wife and mother), my husband started our own computer business. Thanks to my AA courses being taken in Marketing & Management, my rusty skills were refreshed. They were very useful in helping me in our business. Special thanks to great teachers in Business Dept. . . . . They're the best!!

The degree I received from MCC gave me the ability to advance from a teacher's aide position to a full teacher in a preschool setting.

My three years at MCC was enjoyable and fulfilling. I found the Business Department at MCC was excellent in both teaching & counseling.

While going to MCC I was employed at a computer firm. The computer courses I took at MCC were applicable to my job therefore very useful to me. I consider my time spent at MCC very valuable.

MCC has a skilled, professional staff. I feel attending MCC greatly improved my enthusiasm for learning, which was deadened by a previous university I attended. The professors I had at MCC were available, willing, and enthusiastic about teaching. This was extremely refreshing and an exciting atmosphere for me as a student.

Your programs are excellent at Boswell due to the small class, high standards & excellent instructors. I recommend the Bosewell division of your school highly. I can't comment on the Mesa Program since I haven't attended any classes. I will attend a university next year.

AND . . . . THE INTERESTING

--Need more video tapes on subject matter.
--Electronics lab had outdated equipment for meters, scopes, power supplies, ... resistors, caps, transistors . Also classes were too large in electronics.
--Would like to see more video classes offered.

After graduation, I attempted to find work--preferably part time and could not get a job. For now, I am not looking for a job. However, this fall I will try again--hopefully, with better luck. Please become a 4-year college. I want very much to get a 4-year degree but attended ASU once before and will not go back there. MCC was a wonderful experience for me and I sorely miss it.

In the machinist tool & die AA program, there was too little practical mathematics too late in the program.

The courses and services were great, but could do without the long lines for some services. At this time I am not working in my current field of study. I am currently taking a break, (Family reasons) and the pay is great in the job I am doing. . . . .

My long term goal is to attend law school. I chose English as my major in hopes of bettering my ability to articulate. The liberal arts courses are finally receiving the proper recognition of being the courses which create subjective & objective thinking in the individual. Unfortunately my employer does not feel that English is job related. Ironically my work involves the ability to communicate effectively. I believe it is very important that

we the educators/students/campus staff continue to educate the general public on the perseverance required to complete a higher education, and the many personal rewards that one gets for having done so.

Please do not allow MCC to become as cold and impersonal an institution as ASU.

Mesa Community College is a very good school. I wish it would become a 4 year college because the choice left to students in this area is only ASU.

Due to health reasons, I've been unable to work. Would need a work-study program to break into my college major field. Some of my college material has been helpful in every-day-life.

I am having trouble obtaining job interviews with local school districts because, as part of the application package, I must submit copies of my transcripts. I requested these a month ago, and still no transcripts. Time is running out.

I feel that regular teacher evaluations should be conducted-students should also partake. Each teacher, each semester, each class. I like the fact that MCC caters to night students unlike ASU.

Provide hands-on experience, labs etc. I took several measurement classes but never did get to measure anything. I could go on & on-feel free to call me at ...-....(if you wish to pursue further). Provide classes other than Inspection/Measurement etc.

My husband was involuntarily transferred out of state just before I graduated with high honors from MCC. I had intended to transfer to Ohio State University and complete my degree so that I could teach math. Unfortunately OSU insisted on full out of state tuition. That is impossible for me to pay. I had already paid out of state tuition at MCC for one semester because of a forced transfer from Colorado. In my opinion there is something really lacking in a system that throws people out under such circumstances...especially people who are desperately needed in their field (math ed.). We need more cooperation among the states with tuition-especially in employment transfer situations. This kind of waste is expensive not only for the individual, but for the whole society.

Advisement/counseling was not effective. Student gov't not aggressive or interesting. Not enough active, visible student organizations. Small class size was big plus. Good instructors.

I took general studies courses, which went fine, but I transferred to ASU to study Communication. Courses I took at MCC did not prepare me for 4 year college courses. I did not know how to write term papers, study efficiently or effectively. MCC classes were much easier.

Received wrong information on transfer credits from counselor. Resulted in many wasted credits. . . . .It was not made clear that I must have all my math or I would have to take a placement

exam again at ASU.

My only complaint was with the counseling department. I found they often did not advise correctly or were not able to advise at all. Therefore, I found it necessary to seek advisement elsewhere. The instruction in the social studies department was excellent and led tc my decision to teach in this field.

Please note: I completed . . . . & am continuing at MCC in Bus Ad (Computer Info. Systems) planning to transfer to ASU in January '87. The reason I rated Fin Aid poor is there is not enough available for the adult who has to work full-time & taking 6-9 hr. credit, my employer offers no assistance plan-There are some of us who must work full-time (single mom's) & can therefore only comfortably handle 6-9- hours credit per semester (I'm currently carrying 9 hrs). I need financial &/or scholarship help in order to continue toward graduation at ASU, but don't feel I can handle a full-time class load. I'm also currently on Dean's list & in Phi Theta Kappa.

Keep up the great work! Of course, it may be that MCC spoils its students by treating them like human beings-which leads us to expect other institutions of higher learning will also treat us well. Not so !

1. Have some courses start at 5:00 pm instead of 6:00. Run through 10:00 pm for more courses.
2. Enlarge library
3. Your registration by computer is excellent. Saves a lot of time.
4. Lighter parking lots

With the exception of one instructor, I found the courses as well as the instructors totally enlightening. Although pro-police were willing to listen/argue on defendant issues, would like to see the curriculum enlarged with defense lawyers and investigative resources and procedures.

The school could offer more assistance in counseling, jobs, library and transfer information to Az. colleges. Some programs vary and preparation may differ.

I've found in the working world, that you have to make more of your own decisions. I found all my courses to have helped me in my field of work. All my secretary classes have really helped me in my work.

I have been unable to find permanent employment. I do temporary assignments through temporary agencies. Most of the assignments are something any high school grad. with typing skills could do. I am very proficient at word processing, so I think (though I can't prove it) the problem is my age.

1. You could better prepare students in what courses will not transfer to ASU.
2. Night students are penalized for attending in the evening for the instructors who are on full time teach only day. I was lucky enough to have . . . . . for beginning accounting then he was put

on full time days. He knew the material in every aspect and could teach it extremely well. A majority of the teachers in the evening are part-time and new. Their knowledge of the subject matter is limited and usually are not seasoned as teachers.

I was very pleased with the education I received from Mesa Community College. I would suggest a more thorough evaluation of some of the instructors. I am advising my son to attend Mesa this fall. I was pleased with the class sizes and for the most part all of my instructors.

In general I felt that the programs and classes at MCC were of high quality. Instruction was good and instructors were well prepared and willing to help students. Counseling on the other hand I found to be lacking . . . . . I feel that the counselors should work much more closely with at least Arizona's universities as to better help students who are interested in transfering to a university. . . . . Except for this complaint I found MCC to be an excellent school which I readily recommend to friends.

I really enjoyed my two years at MCC, and I think it is a high quality school. However, I found that it did limit me in the area of transfering credits. ASU & U of A would only accept about 1/2 of my 64 credits, whereas NAU accepted 61 credits towards my graduation, and is accepting 6 more hours that I took at MCC this summer. NAU is a great school, and I think I prefer it over ASU and U of A, but it's less of a convenience having to go there.

It would have helped if the instructor that taught during the day realized that night students have different needs.

My experience at MCC was in every way excellent. The instructors from whom I took courses were outstanding, exceptional professionals. For someone returning to school after several years out of school, the community college program provides an excellent re-entry vehicle. It is unfortunate that ASU will neither transfer more than 64 credit hours nor compute the MCC GPA in with theirs. . . . . If MCC can continue to adhere to it's present high standard, the school will continue to be an asset to the community and of tremendous benefit to those attending.

MCC has an excellent Communications Department and I think they should expand and offer more each semester; many classes didn't make and closed. . . . .

In 4 semesters at MCC, I only encountered 2 instructors I considered marginal as far as quality educators. The rest were the best I've encountered, including the PHD's at ASU.

I was very pleased with the classes I took at MCC. I wish more Agriculture classes had been offered during the time I was there. MCC did not offer much in Ag while I was there so now I have to stay an extra year at ASU in order to earn enough credits in my major to graduate.

I found the courses offered by your English, social science and

speech communications departments to be of superior quality with excellent instructors who cared about giving their students their very best. The courses in these areas were on the whole very interesting. On the other hand the quality of the instructors in the drafting department were . . . . . On the whole I loved attending MCC and I found most of the people that work in the support services to be kind and helpful.

Overall I enjoyed attending & working at MCC. However, in direct relation to my AA degree and the occupation that it relates to more emphasis needs to be placed on the legal aspects & the realistic (not just legal terminology) duties of a legal secretary.

Attending MCC was a positive experience for me. It's a good junior college with a variety of courses. I wish there was better coordination with other state colleges. I lost valuable time when transferring to ASU. Advisors should become more aware of courses that will transfer to other state colleges.

I am a vice president of a pipeline and fire protection company. I am contemplating going back to ASU to receive a business degree. I would have to take night school classes because of my job responsibilities.

I really feel that your college helped me very much in obtaining my present job but financial aide services need to be more obtainable & more individualized - which is due to legislative problems, not yours anyway.

Students need to have better counseling as to what classes they need to take for their majors.. . . .

Prior to present job position I was employed at Az. State Hosp. Full time day position as Psych. nurse for past year. The Mesa Boswell Nurs. program was an excellent program with qualified dedicated teachers. I was well prepared for assuming a Nurs. Position. I think that a short course should be included in the program on how to write a resume and interviewing for that first nursing job. I did well, but others have reported difficulties in this.

I enjoyed attending MCC. The transfer to ASU was difficult because I missed the direct access to our instructors and the smaller classes. Most courses have not really directly helped in my career field--but indirectly have been invaluable because my sense of accomplishment and self-confidence has increased.

I would appreciate it if you organized better with the University of Arizona. Math classes are not agreeing . . . . Accounting classes also did not transfer as stated they would. There was also some business courses in management. I think the counseling needs to be better or better informed on transferring credits.

I may/may not be through with my education. Right now my son's in college and I needed $$$ billies, lots of 'em. Meanwhile, back at the old homestead, I fancy myself to be a free-lance writer (some published) and rely heavily on the education I received at MCC.

However, throughout the annuals of history many would be authors have died of malnutrition from trying to subsist on a diet of returned manuscripts and rejection slips... I obtained my present job because I'm the grouchiest old woman in the valley. (and had some experience in inventory control in the CWS program.)

Instructors at Mesa were excellent. Class size was ideal. I also participated in athletics at Mesa and found both the facilities and coaching staff of superior quality. It is my opinion that there needs to be some changes made regarding counseling. It often seems as if the counselors wish to have a student remain at Mesa for longer than is necessary. also--please note--the advisor for my chosen field is not aware of the requirements necessary to be accepted to NAU's program. I have requested that NAU send her the appropriate materials.

The courses I took at MCC were small in size but were instructed in such a way to help me adjust easily to the larger impersonal manner of a university.

You have an excellent staff in the nursing program & their dedicated to helping students-feel at time the transfer from book learning to actual real life situations is hard-Hospital work is quite different than how its actually taught.

At the job placement service on campus we are allowed to get info on two jobs at a time. It was a lot more practical when one person would tell us the hiring employer's name and other info first, and let us decide if we wanted to apply there, instead of wasting our time and the placement service person's time by filling out the card first and handing it to us and then seeing who the employer was that we wouldn't want. In other words, tell us info on the job, and if we want it then fill the card out. I graduated from MCC a year ago so I don't know how it is now, but back then I thought it was a little impractical to carry our big computer printout of our classes to the library every time we checked a book out. Maybe you can make a library card that can be stamped every semester.

The time I spent at MCC was very informative and pleasant. The professors were very much approachable and I felt most of them liked their jobs. At ASU I have found that a great majority of the professors are so busy trying or in the process of getting published that I get the impression some of them feel teaching is a "sideline" only. . . .

My responses may skew things a bit - but I thought I'd better respond. This is the third questionnaire you've sent me. Thanks for being so persistent.

When I was going to MCC I thought it was an overgrown high school. Now that I'm into my senior year a ASU (all night school) I can look back and appreciate what MCC had to offer. ASU's instructor are ..... compared to most of MCC's. If it hadn't for the quality of instruction at MCC, I wouldn't have been able to make it through some of the courses at ASU. . . . . .

I feel that the counselors should make every effort to keep

abreast of the new changes and additions to programs of study. They often seemed confused on how to advise. Also, their scheduling was off--meaning, if you had an appointment to see a counselor, you waited and waited to see that person. I would finally get tired of the waiting and talk to anyone. I found that I could ask the same question to two or three different counselors and receive different answers from each. The student's question, therefore, remains unanswered and the student doesn't know what to believe. Mr. . . . . is very good. He helped me through to overcome my math anxiety. He's very understanding and easy to talk to. His help enabled me to keep my GPA and graduate with honors.

Very disappointed in the Elementary Ed advisor at Mesa CC . . ..

Some of the instructors were very good & interested in their part-time job as a teacher. (I went at night) Others were not interested or just not qualified as teachers.

In my opinion there is considerable room for improvement of in the admissions and records area.

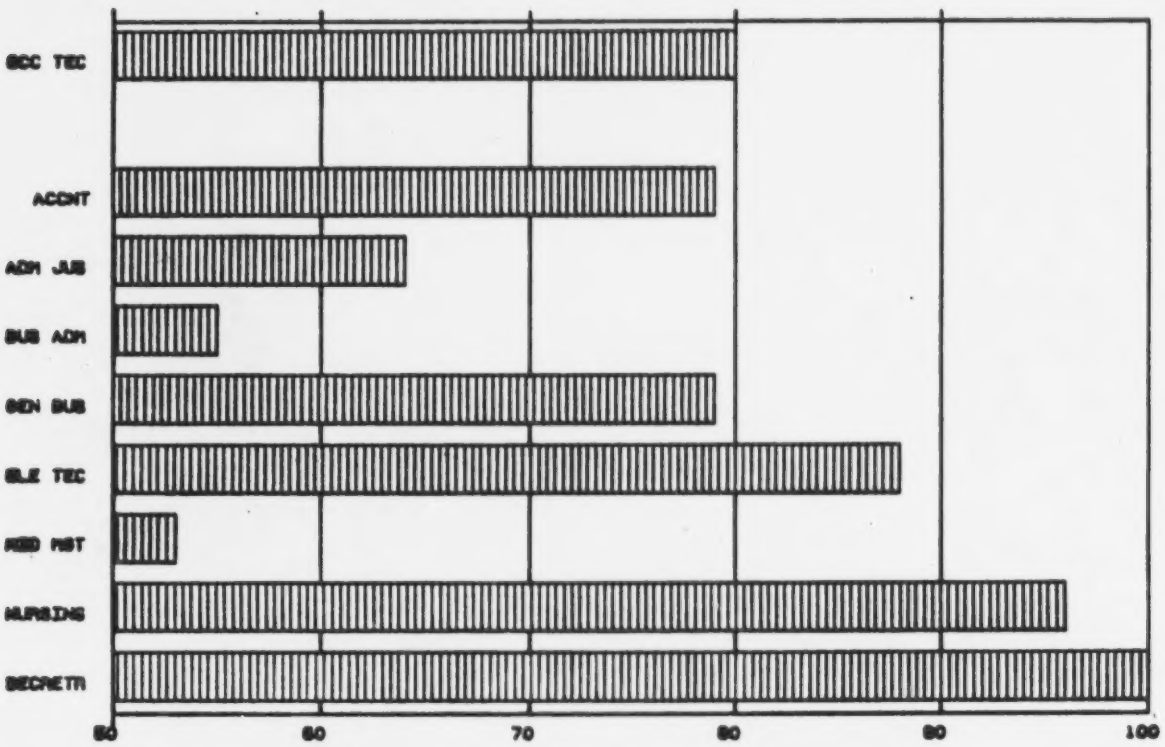
ASU doesn't like anyone's credits but theirs.

WERE OUR OCCUPATIONAL GRADUATES SUCCESSFUL IN OBTAINING JOBS IN THE FIELDS FOR WHICH THEY WERE TRAINED AND HOW DID THEY RATE THE TRAINING THEY RECEIVED?

The placement rate for occupational graduates was 80%. The unemployment rate for occupational graduates was 2.2%. About 90% of of the occupational graduates were employed at the time of the survey. About 24% reported that they were also (or exclusively) attending school. Placement rates for some of the more populated program areas are shown on the chart below:

Also, the graduates rated the training they received (on a 1 to 5 rating scale) in terms of its usefulness to them in performing their jobs. The following chart displays these ratings:

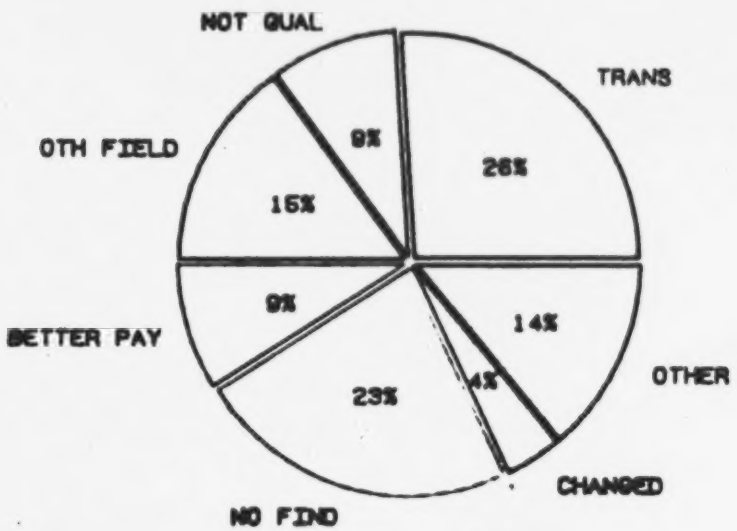
PLACEMENT RATES - GRADUATES



WHAT ARE THE REASONS SOME OF OUR OCCUPATIONAL STUDENTS ARE NOT EMPLOYED IN THE FIELD FOR WHICH THEY ARE TRAINED?

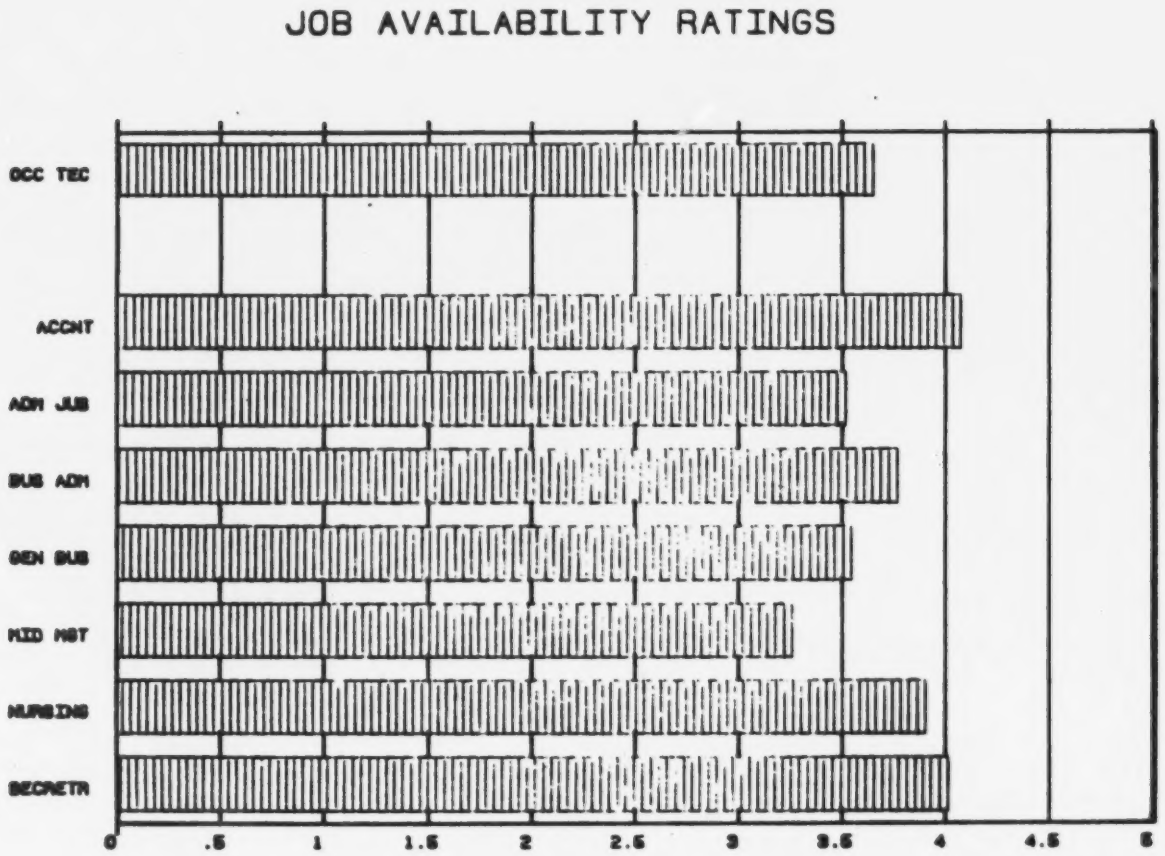
The below chart represents the reasons why some of the occupational graduates were not employed in the field for which trained. About 23% reported they could not find a job in their field of preparation. About 24% reported that they either preferred to work in another field or found a better paying job in another field. About 4% had worked previously in their field of study but had changed at the time the survey was taken.

REASONS NOT EMPLOYED IN RELATED FIELD



HOW DID OUR OCCUPATIONAL GRADUATES RATE THE AVAILABILITY OF JOBS IN THEIR FIELD OF TRAINING?

Overall, our occupational graduates rated the availability of jobs in their area average to good. 12% of the graduates gave a rating of very poor to poor - while 60% gave a rating of very good to good. The below chart displays the job availability ratings for some of the more populated program areas:



WHAT IS THE CURRENT EMPLOYMENT MAKE-UP OF OUR FORMER STUDENTS?

The following listing represents a cross-section of the employment make-up of the graduates responding to the survey:

ELECTRONIC COMMUNICATIONS TECHNICIAN	ENTECH (DYNACOR)	PHOENIX	AZ
PLUMBING SALES	PAYLESS CASHWAYS INC.	MESA	AZ
REGISTERED NURSE	NORTHWEST HOSPITAL	TUCSON	AZ
VICE CHANCELLOR/ED DEVELOPMENT	MARICOPA COMMUNITY COLLEGES	PHOENIX	AZ
COUNSELOR	MESA YMCA	MESA	AZ
TAX TECHNICIAN	SALT RIVER PROJECT	PHOENIX	AZ
PRESCHOOL TEACHER	COVENANT BAPTIST PRESCHOOL	MESA	AZ
PART OWNER/ADMINISTRATIVE	MICRO-COMPUTER SOLUTIONS	TEMPE	AZ
ENERGY AUDITOR	NAVAJO HOUSING AUTHORITY	WINDOW ROCK	AZ
CLERK III	ASU	TEMPE	AZ
RAMP PERSONNEL	AMERICAN CARGO HANDLING AND EQUIPMENT	PHOENIX	AZ
GUEST SERVICE REPRESENTATIVE	TEMPE HOLIDAY INN	TEMPE	AZ
REGISTERED NURSE	PHOENIX CHILDREN'S HOSPITAL	PHOENIX	AZ
REGISTERED NURSE	DESERT SAMARITAN HOSPITAL	MESA	AZ
JR. ACCOUNTANT	U HAUL INTERNATIONAL	PHOENIX	AZ
REGISTERED NURSE	WALTER O. BOSWELL MEMORIAL HOSPITAL	SUN CITY	AZ
I/O OPERATOR	STATE FARM INSURANCE	TEMPE	AZ
SECRETARY	AT&T	PHOENIX	AZ
SUITE 1000 ACCOUNTANT	DELOITTE, HASKINS, & SELLS	PHOENIX	AZ
TECHNICIAN	OMNI SPECTRA WEST, INC.	TEMPE	AZ
INVENTORY CONTROL	AERO-DESIGN	TEMPE	AZ
SENIOR INTERN,PSYCHODRAMA	CAMELBACK HOSPITAL	SCOTTSDALE	AZ
PSYCH. NURSE I	WEST VALLEY CAMELBACK HOSPITAL	GLENDALE	AZ
MANAGER	SCI SYSTEMS INC.	HUNTSVILLE	AL
MED. & INS. BILLING CLERK	MESA PRIMARY CARE CENTER	MESA	AZ
POLICE OFFICER	CITY OF MESA	MESA	AZ
MANAGER	BLOCK & COMPANY	CHANDLER	AZ
TRAINER	MOTOROLA	MESA	AZ
COMPUTER OPERATOR	MESA AMC JEEP	MESA	AZ
CONSUMER LOAN OFFICER	BANK	FLAGSTAFF	AZ
RESPIRATORY TECHNICIAN II	JOHN C. LINCOLN HOSPITAL	PHOENIX	AZ
POLICE SERGEANT	CITY OF MESA POLICE DEPARTMENT	MESA	AZ
TEACHER ASSISTANT	NEELY ELEMENTARY	GILBERT	AZ
LIBRARY AIDE II	CHANDLER PUBLIC LIBRARY	CHANDLER	AZ
RN	PHOENIX MEMORIAL HOSPITAL	PHOENIX	AZ
ELECTRONIC SPECIALIST	GARRETT TURBINE ENG. CO.	PHOENIX	AZ
REGISTERED NURSE	MESA LUTHERAN HOSPITAL	MESA	AZ
ELECTRONIC TECHNICIAN	OMNI SPECTRA WEST	TEMPE	AZ
SECURITY OFFICER/ CAPTAIN	MESA COMMUNITY COLLEGE	MESA	AZ
CLERICAL - ACCOUNTS	FIRST INTERSTATE BANK OF CA	RIVERSIDE	CA
NEW ACCOUNTS CLERK	FIRST INTERSTATE BANK OF AZ	TEMPE	AZ
RN	PHOENIX CHILDREN'S HOSPITAL	PHOENIX	AZ
RN	DESERT SAMARITAN HOSPITAL	MESA	AZ
DR.'S ASSISTANT/RECEPTIONIST	DR. LEWIS & DR. BACON O.D.	CHANDLER	AZ
DATA ENTRY OPERATOR II	CONTINENTAL BANK	PHOENIX	AZ
CONSTRUCTION ASSISTANT	SEARS ROEBUCK CO.	MESA	AZ
ADMIN. SECRETARY	CITY OF SCOTTSDALE	SCOTTSDALE	AZ
RADAR TECHNICIAN	MOTOROLA	TEMPE	AZ
MANAGER	BEN-MAR RESTAURANT	CARBONDALE	PA
STUDENT OPERATOR	ACADEMIC COMPUTING SERVICES	TEMPE	AZ
DETECTIVE	CITY OF TEMPE	TEMPE	AZ
INSTRUMENT MAKER	MOTOROLA	SCOTTSDALE	AZ
VICE PRESIDENT	WOLFF PIPELINES	CHANDLER	AZ
PRESIDENT	SELF EMPLOYED	TEMPE	AZ
INTERN	MESA CHAMBER OF COMMERCE	MESA	AZ
OWNER	SELF EMPLOYED	MESA	AZ
PROFESSIONAL MUSICIAN	SELF EMPLOYED		

ACCOUNTING CLERK	LITTLE DEALER LITTLE PRICES	MESA	AZ
RN	DESERT SAMARITAN HOSPITAL	MESA	AZ
CUSTOMER SERVICE MANAGER	ROGER'S CORPORATION	CHANDLER	AZ
MANAGER	SELF EMPLOYED	PEORIA	AZ
CLAIMS REPRESENTATIVES	SCHAEFER-SMITH-ARKENEY INS. AGENCY	PHOENIX	AZ
VP PURCHASING/OPERATIONS	NORTHEAST OFFICE CLEANING SERVICES	SCOTTSDALE	AZ
POLICE SERGEANT	CITY OF MESA POLICE DEPARTMENT	MESA	AZ
CHARGE NURSE	CASA GRANDE REG. MED. CENTER	CASA GRANDE	AZ
GRAPHIC ARTIST	CONTINENTAL PRINTING	MESA	AZ
WORKER	WORTH'S SPORTS SUPPLY	MESA	AZ
LEGAL SECRETARY	GUST, ROSENFELD, DIVELBESS, & HENDERSON	PHOENIX	AZ
PRESIDENT	SELF EMPLOYED	TEMPE	AZ
CARPENTER	WILLIS HERITAGE CONSTRUCTION	MESA	AZ
RIGHT-OF-WAY AIDE	CITY OF MESA	MESA	AZ
COUNSELOR	JUDSON SCHOOL	PARADISE VALLEY	AZ
SENIOR CLERK	MOTOROLA INC.	SCOTTSDALE	AZ
PROGRAMMER	HONEYWELL	PHOENIX	AZ
MASTER POLICE OFFICER	CITY OF MESA	MESA	AZ
FIRE FIGHTER	US FOREST SERVICE	PAYSON	AZ
SR. FIELD TECHNICIAN	BOARDWORKS INC.	TEMPE	AZ
PART-TIME CUSTOMER SERVICE	AMERICA WEST AIRLINES	TEMPE	AZ
FREELANCE WRITER & SECRETARIAL SERVICES	SELF EMPLOYED	TEMPE	AZ
DIRECTOR OF OPERATIONS	L'IMAGE/CASABL	SCOTTSDALE	AZ
ASSOCIATE ACCOUNTANT	BNR	MOUNTAIN VIEW	CA
SYSTEMS ANALYST	GARRETT GENERAL AVIATION SERVICES	PHOENIX	AZ
MANAGING LIFEGUARD	TOWN OF GILBERT ARIZONA	GILBERT	AZ
SALES/CASHIER	K-MART	MESA	AZ
HEAVY EQUIPTMENT OPERATOR	R.T. RESEARCH CORP.	TEMPE	AZ
CREDIT SPECIALIST	SALT RIVER PROJECT	TEMPE	AZ
CUSTOMER SERVICE REPRESENTATIVE	CITY OF MESA	MESA	AZ
FRAME ATTENDANT	MTN BELL TELEPHONE	PHOENIX	AZ
TEST SPECIALIST	MOTOROLA	TEMPE	AZ
REALTOR ASSOCIATE	PROPERTY MART	MESA	AZ
FIRE FIGHTER	CITY OF PHOENIX FIRE DEPARTMENT	PHOENIX	AZ
DIRECTOR MARKETING SERVICES	BEST WESTERN INTERNATIONAL INC.	PHOENIX	AZ
RN	DESERT SAMARITAN HOSPITAL	MESA	AZ
INSPECTOR	TALLEY DEFENSE SYSTEMS	MESA	AZ
SECRETARY	STATE OF ARIZONA	PHOENIX	AZ
CREDIT/EDITING	GOLDWATERS	SCOTTSDALE	AZ
DATA ENTRY T4	FIRST INTERSTATE BANK	TEMPE	AZ
POLICE OFFICER	MESA POLICE	MESA	AZ
SECRETARY	SWANSON AMUSEMENT COL	GRAPEVINE	TX
REGISTERED NURSE	VALLEY LUTHERAN HOSPITAL	MESA	AZ
COMM. ASSISTANT	CITY OF PHOENIX DEPT. OF EDUCATION	PHOENIX	AZ
TEACHER	SUNRISE PRESCHOOL	MESA	AZ
CONTRACT ADMIN. ASSISTANT	MOTOROLA	PHOENIX	AZ
ELECTRONIC TECHNICIAN	MOTOROLA	TEMPE	AZ
PREP LABS, CHEMISTRY	MESA COMMUNITY COLLEGE	MESA	AZ
REGISTERED NURSE	DESERT SAMARITAN HOSPITAL	MESA	AZ
UNIT SUPERVISOR	MOTOROLA	MESA	AZ
CUSTOMER SERVICE AGENT	DELTA AIRLINES	PHOENIX	AZ
RN	MARICOPA MEDICAL CENTER	PHOENIX	AZ
SYSTEMS & D.P. ASSISTANT	SMITTY'S	PHOENIX	AZ
PRODUCTION SUPERVISOR SR.	MOTOROLA	MESA	AZ
INSTRUCTION ENGINEER	PHILLIPS MEDICAL SYSTEM		LA
INSTRUMENTATION SR. TECHNICIAN	McDONNELL DOUGLAS HELICOPTER	MESA	AZ
INSPECTOR	GARRETT TURBINE ENGINE CO.	PHOENIX	AZ

POLICE SERGEANT	PHOENIX POLICE DEPARTMENT	PHOENIX	AZ
ACCOUNTING CLERK	STATE FARM INS.	TEMPE	AZ
CHILD CARE AIDE	CHILD DEVELOPMENT LAB.	TEMPE	AZ
FOREMAN	GENERAL INSTRUMENT	CHANDLER	AZ
CONTROL TECHNICIAN	FIRST INTERSTATE SERVICES	TEMPE	AZ
QA TEST TECHNICIAN	MOTOROLA	CHANDLER	AZ
TRANSPORTATION CLERK	CIVIL SERVICES	WILLIAM'S AFB	AZ
PRODUCT QUALITY ENGINEER	MOTOROLA	CHANDLER	AZ
FRANCHISE MARKETING	AMERICAN ADVERTISING	MESA	AZ
RUNNER	HARRISON & LERCH, P.C.	PHOENIX	AZ
SR. ENVIRONMENTAL TECHNICIAN	SPERRY CORP.	PHOENIX	AZ
WAITRESS	REUBEN'S	TEMPE	AZ
RN	MARICOPA MEDICAL CENTER	PHOENIX	AZ
RN-SURGERY	DESERT SAMARITAN HOSPITAL	MESA	AZ
SALES DIRECTOR	BLIND FACTORY SOUTHWEST	MESA	AZ
RN	MARICOPA MEDICAL CENTER	PHOENIX	AZ
PURCHSING AGENT	STRANCH STATIONERS	TEMPE	AZ
PRESIDENT	SELF EMPLOYED	MESA	AZ
SECRETARY	SOUTHWEST RENTALS	TEMPE	AZ
SECRETARY	STATE FARM	TEMPE	AZ
ASSISTANT TO THE SUPERVISOR	COMPREHENSIVE BUSINESS SERVICES	MESA	AZ
GENERAL MANAGER	ROOSEVELT WATER CONS. DIST.	HIGLEY	AZ
MACHINE OPERATOR	DLM	ALLEN	TX
MAILHANDLER	UNITED STATES POSTAL SERVICE	PHOENIX	AZ
CHARGE NURSE	WESTCHESTER CARE CENTER	TEMPE	AZ
ADMINISTRATIVE ASSISTANT	MOTOROLA	SCOTTSDALE	AZ
RN	PHOENIX MEMORIAL HOSPITAL	PHOENIX	AZ
WAITRESS	AYAKO OF TOKYO	PHOENIX	AZ
TELLER I	VALLEY NATIONAL BANK	MESA	AZ
ADMINISTRATIVE ASSISTANT II	ARIZONA STATE UNIVERSITY	TEMPE	AZ
SUPERVISOR BILLING	ITT COURIER TERMINAL SYSTEMS	TEMPE	AZ
SERVICE MANAGER	SANTA BARBARA ENGINEERING	SCOTTSDALE	AZ
CORR. SERVICE OFFICER	ARIZONA DEPARTMENT OF CORRECTIONS	PHOENIX	AZ
SECRETARY II	ARIZONA DEPARTMENT MINES & MINERAL	PHOENIX	AZ
ARTIST/TYPESETTER	ARIZONA PRINTING & GRAPHICS	CHANDLER	AZ
ALIGNER	SIGNETICS	OREM	UT
SECRETARY	M.E. RAY & COMPANY CONSTRUCTION	CHANDLER	AZ
SHIPMENT COORDINATOR	GATEWAY APPAREL	ST. LOUIS	MO
SALESMAN/CONTRACTOR SALES	HACIENDA LIGHTING	PHOENIX	AZ
PROCESSING ASSISTANT	H.E. PICKRELL CO.	MESA	AZ
RN	MMC	PHOENIX	AZ
SECRETARY/RECEPTIONIST	SOUTHWEST COMMERCIAL AGENCY	SCOTTSDALE	AZ
ACCOUNTING DEPARTMENT SECRETARY	MURATA ERIE NORTH AMERICA, INC.	SMYRNA	GA
LOSS PREVENTION OFFICER	MERVYNS	MESA	AZ
PARK RANGER	CITY OF CHANDLER	CHANDLER	AZ
DRIVER	MODERN COLOR PRINTING	MESA	AZ
POLICE OFFICER	PHOENIX POLICE DEPARTMENT	PHOENIX	AZ
EXEC. SEC./ADMIN. ASSISTANT	G TECH CORPORATION	PHOENIX	AZ
PERSONNEL CLERK	NORTHROP AIRCRAFT	WILLIAMS AFB	AZ
ADVANCE SALES REPRESENTATIVE	PEPSI COLA	PHOENIX	AZ
BOOKKEEPER	H & H CATERING INC.	MESA	AZ
MEDICAL TECHNOLOGIST	NATIONAL HEALTH LAB.	PHOENIX	AZ
CUSTOMER ENGINEER	DELAIR SYS.	PITE	AZ
REGISTERED NURSE	GOOD SAMARITAN MEDICAL CENTER	PHOENIX	AZ
STOCK TEAM MEMBER	TARGET	MESA	AZ
ASSISTANT MANAGER	HAMILTON TEST SYSTEMS	PHOENIX	AZ
TECHNICIAN	MART FLOW ASSOCIATES INC.	TEMPE	AZ

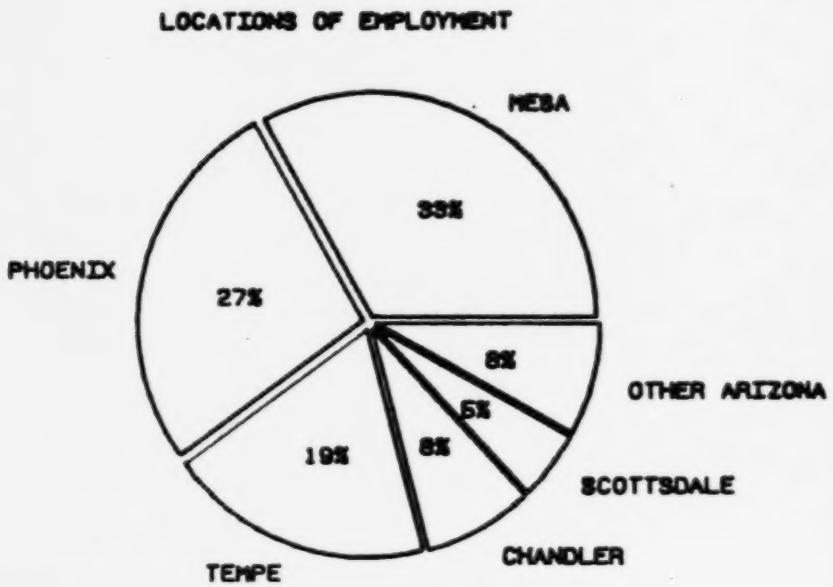
OFFICE MANAGER	KIVA CHIROPRACTIC	MESA	AZ
SENIOR COLLECTOR	FIRESTONE TIRE & RUBBER CO.	MESA	AZ
SPEC. COORDINATOR/TRAINER	MOTOROLA, INC.	MESA	AZ
REGISTERED NURSE	DESERT SAMARITAN HOSPITAL	MESA	AZ
DATA ENTRY OPERATOR	AUTOMATIC DATA PROCESSING	TEMPE	AZ
NURSE	GARY N. FRIEDLANDER PDM	YOUNGTOWN	AZ
ELECTRONIC TECHNICIAN	GARRETT	PHOENIX	AZ
CASHIER	SEARS ROEBUCK & CO.	MESA	AZ
RN	DESERT SAMARITAN HOSPITAL	MESA	AZ
MACHINE OPERATOR	GARRETT TURBINE ENGINE CO.	PHOENIX	AZ
MACHINE OPERATOR	GARRETT TURBINE ENGINE CO.	PHOENIX	AZ
BOOKKEEPER	SIR SPEEDY PRINTING CENTER	CHANDLER	AZ
POLICE OFFICER	CITY OF MESA, ARIZONA	MESA	AZ
ASSISTANT DIRECTOR OF NURSING	EAST MESA CARE CENTER	MESA	AZ
RN	DESERT SAMARITAN HOSPITAL	MESA	AZ
OWNER	SELF EMPLOYED	MESA	AZ
QUALITY CONTROL MODULE TECHNOLOGIST	GENERAL INSTRUMENT	CHANDLER	AZ
ST. AEROSPACE COM. TECHNICIAN	MOTOROLA	TEMPE	AZ
PRICER/CASHIER	K MART	MESA	AZ
REGISTERED NURSE	WINSLOW MEMORIAL HOSPITAL	WINSLOW	AZ
AGENT	ERA-SAVE-COM-REALTY	MESA	AZ
RN	GOOD SAMARITAN HOSPITAL	PHOENIX	AZ
PROJECT MANAGER	FRICK, FRICK & JETTE, ARCHITECTS	HESPERIA	CA
CASHIER/FULL SERVE ATTENDANT	SHELL OIL 6	RIVERSIDE	CA
MEAD BOOKKEEPER	KENT H MULKEY, CPA	CHANDLER	AZ
RN	DESERT SAMARITAN HOSPITAL	MESA	AZ
SENIOR ELECTRONICS TECHNICIAN	MOTOROLA	MESA	AZ
ARTIST	SELF EMPLOYED	MESA	AZ
ALTERNATE ADMINISTRATOR	ADULT QUALITY CARE	CHANDLER	AZ
Q A TECHNICIAN	MOTOROLA INC.	TEMPE	AZ

WHAT WERE THE LOCATIONS OF EMPLOYMENT OF OUR GRADUATES?

About 6% of the graduates were employed outside the state of Arizona at the time of the survey. As shown on the following chart, the cities of Mesa and Phoenix made up the largest percentages of in-state employment locations:

TEXAS - 2
ALABAMA - 1
CALIFORNIA - 4
PENNSYLVANIA - 1
LOUISANA - 1
UTAH - 1
MISSOURI - 1
GEORGIA - 1

ARIZONA - 94%
OTHER STATES - 6%



SO WHAT NOW . . . . . .

* Our job placement and counseling services received the lowest ratings of all our services. Do these services need improvement or is it a perception problem by the graduates? If these services need improvement, what specific things can we do to make the changes.

* Our instructors' use of instructional media received the lowest rating of our instructional services. Do these services need improvement or is it a perception problem by the graduates? If these services need improvement, what specific things can we do to make the changes.

* There appears to be a perception that the 2 year/4 year transfer of coursework needs to be better coordinated (with more accurate information). Is this an improvement that is needed, and if so, what can be done to set the process in motion.

* The results of the survey suggests a need to look more closely at the outcome and job availability information of the Mid-Management program. Is this information verifiable, and if so, what re-directions are possible in this curricula area.

* There is considerable public relations and recruitment information in the results of this survey. How can the favorable student comments and student ratings be disseminated to the college's constituency?

* There is considerable "jobs" and "employer" information contained within the results of this survey. How can this information be disseminated to staff individuals who have career counseling responsibilities and to students who need the information to make career decisions?

* Within the results of this survey, both complimentary issues and issues which may need attention were raised. How can these issues be treated in a manner which will benefit the institution the most?

* What brochures are produced by the college which can be updated with some of the outcome information contained in the survey results?

* What opportunities for additional study and research can be derived from the type of information collected and analyzed?

* How best can the follow-up survey results be communicated to the college President and/or governing body?

* What relation does the survey have to fulfilling accreditation and reporting requirements and how best can the information be used to fulfill those requirements?

* The survey results indicate a relatively large percentage of our graduates interested in enrolling in more coursework at our institution. How can we best fulfill those needs?

Some Demographics and
Numbers of Respondents by Category
(Percentages may not add to 100% due to rounding)

Total Responses - 336

Sex Categories

Pct		Total
37%	Male	123
60%	Female	203
3%	Uncoded	10

Age Categories

Pct		Total
0%	16-19	0
33%	20-24	112
18%	25-29	59
21%	30-34	70
17%	35-44	58
5%	45-54	16
2%	55-64	7
1%	65+	2
4%	Uncoded	12

Ethnic categories

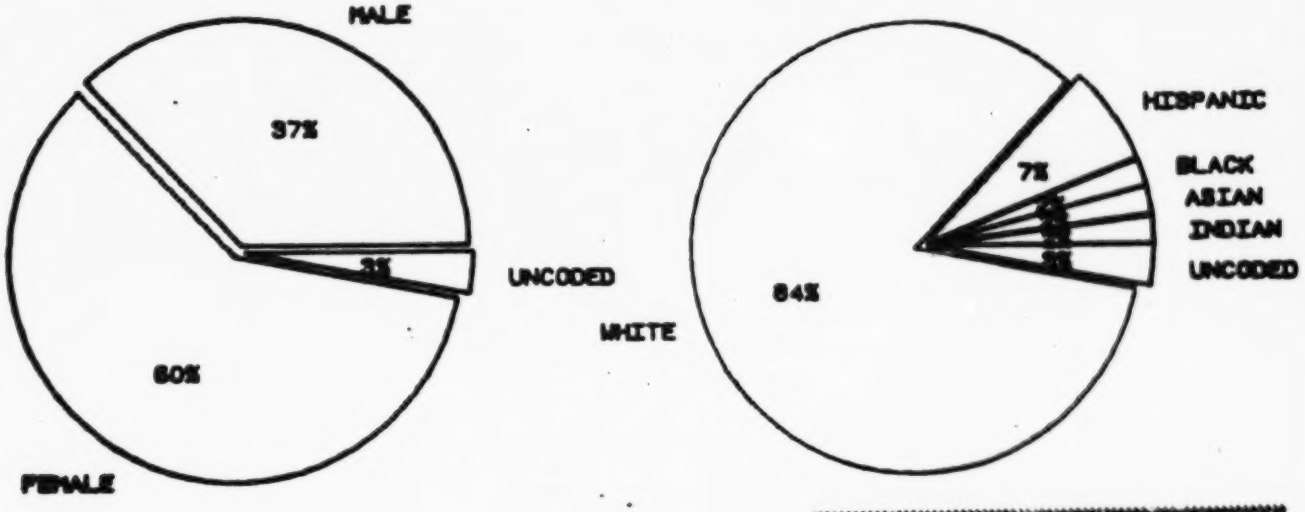
Pct		Total
2%	Amer Ind/Alaskan Native ..	5
2%	Asian/Pacific Islander ...	7
2%	Black,Not Hispanic	6
7%	Hispanic	22
84%	White,not Hispanic	283
<1%	Nonresident Alien	1
4%	Uncoded	12

Some Notes:

- Average age of the graduates was 31.

- The average age of occupational/technical graduate respondents was 33 - for academic graduates 30.

The following chart represents demographics for the graduate respondents:



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